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Office Memorandum • UNITED STATES GOVERNMENT
USAF Declass/Release Instructions On File

TO : Chief, Intelligence School

DATE: 11 October 1960

FROM : Chief, Intelligence Production Faculty

SUBJECT: Weekly Activities Report No. 36
5 - 11 October 1960I. SIGNIFICANT ITEM

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I have asked [redacted] to have [redacted] approach [redacted] on this

[redacted] visited the Air Force's Project White Stork (PWS) at Battelle Memorial Institute, Columbus, Ohio, last Tuesday. PWS has assumed increasing importance to OSI analysts because it is able to provide considerably more assistance for many scientific and technical intelligence research projects than any other repository in the Intelligence Community. [redacted] accompanied one of the students in IRTC No. 10, who was going to PWS for the first time on a project dealing with Soviet research in hypervelocity. By "looking over his shoulder" [redacted] was able to go through all the steps in the use of this repository, including the search for materials, so that the repository could be viewed from the standpoint of the OSI analyst. H

The unique feature of this repository is that information specialists (individuals with degrees in science) mark documents for inclusion in the files, act as reference librarians in advising users of the files, and maintain the files. Thus the system combines the advantages of files of individual specialized analysts with the advantages of a library system which approaches all knowledge on a uniform basis. All the information is extracted on 5x8 cards, for ease of filing and use. A copy of each card is filed under each "clue term" which has been underlined in the text by the information specialist. The "clue terms" include not only scientific and technical subjects, but also personalities, institutes, and place names. This permits the analyst to obtain information on his subject by using a variety of approaches.

OSI is considering providing funds to PWS so that it will continue its work in the basic sciences and possibly in medicine (at present PWS concentrates on subjects of interest to the Air Force's Aerospace Technical Intelligence Center at Wright-Patterson Field, Dayton).

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This particular method of filing information is superior to that of CIA Library's Intellofax system in that, as soon as a new technical term appears in publications, material will be filed under that term. The Intelligence Subject Code would normally force the new term to be filed under an established code number. In addition, PWS files both classified and unclassified information. By far the largest category of information filed is abstracts of Bloc scientific literature, which is not included in the Intellofax system, and is filed only by IR (by Institute name), and by BR (by name of author).

One disadvantage of this system is that it requires a large amount of space, since any one card might be filed under many clue words. Furthermore, if the analyst is working on a subject which is not specifically mentioned (such as hypervelocity) he will have to go through large masses of information in distantly related fields, just as he does in using the Intellofax system.

II. OTHER ACTIVITIES

B { The fifteen students who completed Basic Writing Workshop No. 6 last week had the familiar reaction to the course: they thought it was too short. Some of the more mature students suggested extending the duration of the course and increasing the frequency of the class sessions without increasing the actual number of hours of instruction. These changes would permit them more time to absorb, practice, and review the instruction.

Although they conscientiously did a lot of homework on their own time, most of the students would indeed have profited considerably from more time to review principles of usage and composition which they were learning for the first time in their lives. Most of the students were from DD/S offices, and most of them indicated that writing or supervising the writing of others was a daily activity in their work. Fortunately for this rather large class, the level of ability and writing needs of the students were similar enough that there were no major problems in choosing instructional materials.



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